



## Henry E. Bonner Elementary

171 Macedonia Foxes

Moncks Corner, SC 29461

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	648 Students	
<b>Principal</b>	Natalie S. Locklear	843-899-8950
<b>Superintendent</b>	Dr. Anthony L. Parker	843-899-8600
<b>Board Chair</b>	Douglas Cooper	843-819-3320

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	At-Risk
2007	Below Average	Good
2006	Average	Good
2005	Average	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

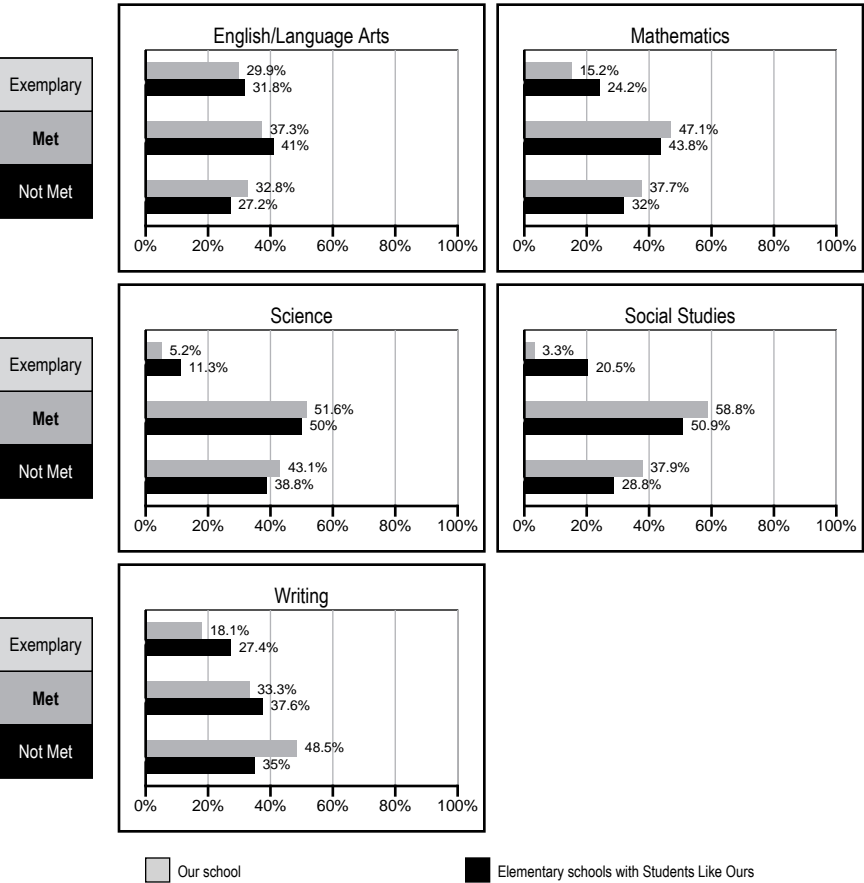
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	11	89	13	1

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=648)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.0%	Down from 4.7%	2.5%	1.9%
Attendance rate	95.2%	Down from 95.9%	96.1%	96.3%
Eligible for gifted and talented	7.7%	Down from 9.2%	7.5%	10.0%
With disabilities other than speech	6.3%	Down from 6.8%	8.9%	7.7%
Older than usual for grade	0.4%	Down from 1.0%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=40)</b>				
Teachers with advanced degrees	62.5%	Down from 66.7%	58.0%	59.4%
Continuing contract teachers	75.0%	Down from 81.0%	82.2%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.6%	Down from 86.7%	86.5%	85.9%
Teacher attendance rate	95.8%	Up from 95.6%	95.0%	95.1%
Average teacher salary*	\$46,230	Up 2.6%	\$46,725	\$47,149
Professional development days/teacher	8.9 days	Down from 13.1 days	11.8 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 18.3 to 1	18.6 to 1	18.8 to 1
Prime instructional time	90.0%	Up from 89.8%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	56.3%	Down from 96.6%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,163	Down 4.7%	\$7,369	\$7,458
Percent of expenditures for instruction**	62.7%	Down from 65.5%	68.5%	68.8%
Percent of expenditures for teacher salaries**	57.9%	Down from 59.5%	61.2%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Report of Principal and School Improvement Council

PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL REPORT

It was another great year at Bonner Elementary School. Our staff, students and volunteers provided an exceptional environment where great things happened daily. H.E. Bonner Elementary School is a rural school located nine miles northeast of Moncks Corner, South Carolina. We serve approximately 680 students from nine small communities. Our greatest asset is having a community and faculty that are committed to helping all children succeed.

Our school received the Red Carpet Award for creating a family-friendly school environment and providing excellent customer service. While we experienced success in many areas, we continued our focus this year on math, reading, and integrating the arts. We were fortunate to have math and literacy coaches who assisted us in improving instruction through in-house staff development. As a county, we implemented a balanced literacy program that focused on phonemic awareness and the Everyday Math series. As a school, we set the stage for our students to experience units of instruction that integrated music, art, dance, and theatre. This was a great opportunity for students to connect their learning to their areas of interest.

We continuously assessed student performance to help guide our instruction and use test data to target specific student needs. As a school, we implemented two new computer programs, VOYAGER and Headsprout, which provided extra assistance for reading and math. We continued programs such as Accelerated Reader, FasttMath, after school tutoring, inquiry based science lessons, and Roscoe Reading. These programs added an element of fun and helped students to understand that learning can be enjoyable.

Technology continues to be a primary focus for our school. We currently have SmartBoards and computers in every classroom, as well as three computer labs. We have plans to purchase additional computers for classroom use, as well as Elmos and Senteo Systems.

PTO also continues to be a crucial component to our success as they volunteer numerous hours to help our faculty, staff, and students. The PTO, community members, and parent volunteers add a lot of character and truly make Bonner paradise.

Bonner Elementary achieved 11 of the 17 Average Yearly Progress (AYP) objectives. Our plans for the 2009-2010 school year include building professional learning communities and analyzing student data. We will continue to utilize team planning and curriculum coaches to improve daily practices. These initiatives will continue moving us toward our goal to reach every child.

Natalie S. Locklear, Principal  
Susan Denton, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	98	41
Percent satisfied with learning environment	89.5%	79.4%	95.1%
Percent satisfied with social and physical environment	97.3%	73.2%	92.7%
Percent satisfied with school-home relations	86.8%	76.3%	87.8%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R-DELAY
---------------------------	---------

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	214	100	32.8	37.3	29.9	75.5	84.7	82.8	Yes	Yes
<b>Gender</b>										
Male	105	100	38.6	34.7	26.7	73.3	80.7	79.3	N/A	N/A
Female	109	100	27.2	39.8	33	77.7	89.1	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	175	100	28.9	39.2	31.9	79.5	88.5	89.5	Yes	Yes
African American	37	100	52.8	27.8	19.4	55.6	78.4	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.1	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	80.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.7	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	33	100	63.6	24.2	12.1	45.5	49.6	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.3	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	143	100	38.8	35.8	25.4	69.4	79.8	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	214	100	37.7	47.1	15.2	72.1	80.2	78.9	Yes	Yes
<b>Gender</b>										
Male	105	100	36.6	48.5	14.9	70.3	77.9	77	N/A	N/A
Female	109	100	38.8	45.6	15.5	73.8	82.8	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	175	100	34.3	48.8	16.9	74.7	85.4	87.2	Yes	Yes
African American	37	100	55.6	38.9	5.6	58.3	70.6	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.2	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	78.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.1	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	33	100	63.6	30.3	6.1	51.5	45.2	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	80.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	143	100	42.5	44.8	12.7	68.7	73.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	160	100	43.1	51.6	5.2	56.9	69.2	67.5
Gender								
Male	81	100	44.9	48.7	6.4	55.1	68.4	67
Female	79	100	41.3	54.7	4	58.7	70.1	68
Racial/Ethnic Group								
White	130	100	39.5	54.8	5.6	60.5	78.2	79.5
African American	28	100	N/AV	N/AV	N/AV	37	53.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	62.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.4	71.2
Disability Status								
Disabled	25	100	68	28	4	32	34	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	64.6	59.6
Socio-Economic Status								
Subsided meals	104	100	46.9	50	3.1	53.1	59.5	55.1

Social Studies

All Students	161	100	37.9	58.8	3.3	62.1	74.2	72.3
Gender								
Male	82	100	36.7	58.2	5.1	63.3	73.3	71.5
Female	79	100	39.2	59.5	1.4	60.8	75.1	73.2
Racial/Ethnic Group								
White	132	100	37.1	59.7	3.2	62.9	80.5	80.7
African American	28	100	N/AV	N/AV	N/AV	57.1	62.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.6	72.2
Disability Status								
Disabled	23	100	N/AV	N/AV	N/AV	43.5	42.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	70.7	67.9
Socio-Economic Status								
Subsided meals	110	100	45.6	52.4	1.9	54.4	66	62.1

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	213	99.5	48.3	33.5	18.2	51.7	69.4	70.2	95.2	96.3
Gender										
Male	105	99.1	57	29	14	43	61.4	63.2	95.3	96.3
Female	108	100	39.8	37.9	22.3	60.2	77.9	77.5	95.1	96.4
Racial/Ethnic Group										
White	174	100	47	33.7	19.3	53	74.6	79.1	95	95.9
African American	37	97.3	54.3	34.3	11.4	45.7	60.1	57.6	96.2	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	86.2	90.6	97.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.2	62.6	93.1	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	63.2	68.7	96.1	95.8
Disability Status										
Disabled	33	97	59.4	34.4	6.3	40.6	26	26.1	94.7	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	62.4	61.2	92.5	96.9
Socio-Economic Status										
Subsidized meals	142	99.3	52.6	29.3	18	47.4	61	58.9	94.7	96

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	107	100	37.3	33.3	29.4	62.7
	4	107	100	28.4	41.2	30.4	71.6
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	107	100	53.9	35.3	10.8	46.1
	4	107	100	21.6	58.8	19.6	78.4
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	53	100	51	47.1	2	49
	4	107	100	39.2	53.9	6.9	60.8
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	54	100	N/AV	N/AV	N/AV	35.3
	4	107	100	24.5	70.6	4.9	75.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	106	99.1	55.4	28.7	15.8	44.6
	4	107	100	41.2	38.2	20.6	58.8
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample